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DEPARTMENTALIZATION OF ART, MUSIC, AND PHYSICAL EDUCATION
IN GRADES FOUR, FIVE, AND SIX, WITH IMPLICATIONS
FOR THE ADEL ELEMENTARY SCHOOL

A Field Report
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by
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	2
Importance of the Study	3
Definitions of Terms Used	3
Departmentalization	3
Self-contained	4
Procedure	4
Limitations	5
II. REVIEW OF THE LITERATURE	6
Art	10
Music	14
Physical Education	18
III. PRESENTATION OF DATA	22
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	59
Summary	59
Conclusions	60
Recommendations	61
BIBLIOGRAPHY	64
APPENDIX	68

CHAPTER I

INTRODUCTION

American people in general have liberally supported the public education movement through tax provision and by faith. They have expected their youth to develop specific attitudes, competencies, and skills during their years of public schooling, and to a degree they have been disappointed. This disappointment is the result of the action, inaction, misdirection or absence of certain methods of planning of which the special area teacher is of great concern to elementary school administrators today.

The reorganization of schools has created new ideas in the area of special education in the elementary school. In many schools the exception is now the rule in regard to the use of special teachers that are specially trained in one area and now devote full-time teaching in that specific field.¹

The present school system is basic to the preservation, promotion, and the advancement of the democratic way of life. Ideally parents and educators want every boy and girl to know the advantages that result from the opportunity to attend a school through a minimum of twelfth grade. The so-called "advantages" of a public education beyond the

¹C. C. Trillingham, School District Reorganization (Washington, D.C.,: American Association of School Administrators, 1958), pp. 14-18.

confines of the elementary school level, are and will remain ephemeral until the proper type of administrative help and co-operation is available to reorganize learning experiences in order to meet more adequately the needs of youth.¹ This does not mean that the elementary schools have unalterably served only the needs of the pupils who attend them; it merely indicates that, at the present time, the learning experiences of the primary level are more directly related to the needs of the pupils, and that the relationship between needs and learning experiences become more vague at each succeeding level.²

I. STATEMENT OF THE PROBLEM

The purpose of this study was to determine how many Iowa elementary school systems are using departmental teaching in each of the areas of art, music, and physical education in grades four, five, and six, and make recommendations for improving the organizational plan in the Adel Elementary School. This report will refer to all (100) elementary schools in Iowa that have an enrollment of 600 students or less and have so indicated to the Department of Public Instruction in 1963 as having some type of departmentalization already in

¹Harold G. Shane and E. T. McSwain, Evaluation and the Elementary Curriculum (New York, New York: Henry Holt and Company, 1958), p. 99.

²Ibid., pp. 26-28.

practice. The report set forth in the following pages endeavors to supply many of the reasons why the process of departmentalization in the areas of art, music, and physical education has become an integral part of the elementary school today.

II. IMPORTANCE OF THE STUDY

It was generally recognized by educators and parents alike that a definite need existed in the elementary school for the development of a program that would provide specially trained teachers for classes other than those of a strict academic nature. An attempt to discover the plan of organization in every elementary school in Iowa having an enrollment of 600 students or less and practicing some type of departmentalization was completed with the help of the superintendents of the 100 schools contacted. Another important purpose was to collect data concerning the current status of practices in the departmentalization of art, music, and physical education. The suggestions and recommendations received from the superintendents will be especially helpful in planning a better program for the elementary school in Adel.

III. DEFINITIONS OF TERMS USED

Departmentalization. The term "departmentaliza-

tion" is a plan of organization in which a subject is taught to the children by a specialist in that particular area.¹

Self-contained. The term "self-contained" refers to a plan of organization in which one teacher works throughout the day with a given group of children.²

IV. PROCEDURE

A list of all schools using some method of departmentalization was secured from the State Department of Public Instruction. From this list it was discovered there were 100 schools in the state that have an enrollment of 600 students or less. Each of these schools was sent a questionnaire, which was developed with the help of Dr. Marvin Fellers of Drake University and validated by trial use with two school superintendents. A total of 90 questionnaires were completed and returned.

The plan of analysis was to examine the results of the returned questionnaires in an effort to learn which areas of departmentalization are available to elementary schools in Iowa. This report will provide information relative to departmental teaching in each area and also

¹James B. Burr, William Coffield, Theodore J. Jensen, and Ross L. Neaghly, Elementary School Administration (Boston, Massachusetts: Allyn and Bacon Company, Inc., 1963), p. 76.

²Ibid., p. 70.

present future recommendations of the superintendents as indicated on the questionnaires.

The data contained in the review of literature were obtained from books, magazines, and newspapers on file at the Drake University Library and were compiled by the researcher. This research was necessary to discover new plans and trends as reviewed by professional educators in view of the self-contained and departmental classroom teaching.

V. LIMITATIONS

This report will refer to all (100) elementary schools in Iowa that have an enrollment of 600 students or less and have so indicated to the Department of Public Instruction as having some type of departmentalization. Specific attention will be given grades four, five, and six in regard to the teaching of art, music, and physical education.

CHAPTER II

REVIEW OF THE LITERATURE

A review of related and current literature concerning departmentalization of art, music, and physical education seemed necessary to fully understand the situation that exists in our elementary schools as it is presented in this field study. Literature concerning the philosophy of the self-contained classroom will also be acknowledged and presented in this chapter.

Specialization in teaching is not a recent departure in elementary school organization. Toward the close of the eighteenth century, there was evidence of this plan, particularly in the New England States. Its chief characteristic was the vertical division of the course into a reading and a writing school.

Surveys show that departmentalization of some type is widespread in many elementary schools today. This plan of teaching was favored by many educators, because it permitted teachers with particular training or ability in a subject to teach that subject. With a growing emphasis on art, music, and physical education, as well as other specializations, it is often argued that to expect teachers to instruct in all subjects is not conducive to the best

instruction.¹

Barnes, a leading educator, made a study in 1961 of current trends in departmentalization in 1000 elementary schools with an enrollment of approximately 600 students. His survey indicated the following information:

The ten most frequently mentioned departmentalized subjects in the schools were, in rank order: 1. music, 2. physical education, 3. art, 4. arithmetic, 5. science, 6. reading, 7. social studies, 8. library, 9. English, 10. language arts. Altogether, 28 different subjects were listed. Few subjects other than music, physical education and art were departmentalized below grade four. The subjects most frequently listed as having been newly departmentalized during 1958-1959 were, in rank order: 1. music, 2. reading, 3. physical education, 4. arithmetic, 5. science. Each of these subjects was departmentalized mainly in grades four, five, and six, or combinations of these grades.²

Barnes, in his conclusions, stated that there is a definite counter trend toward increasing departmentalization in schools especially during the past two or three years. He also indicated that schools in smaller localities are more responsive to the influence of criticisms and pressures, thereby reflecting more quickly than large schools, the effects of proposals for change.³

The logical outgrowth of the self-contained class-

¹Edward W. Smith, Stanley W. Krouse, Jr., Mark M. Atkinson, The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961) p. 571.

²Roland E. Barnes, "A Survey of Status and Trends in Departmentalization in Elementary Schools", The Journal of Educational Research, LV (March, 1961), 292.

³Ibid., 292.

room was the assignment of children in each grade to a single teacher for instruction in all phases of the curriculum. In modern schools using this plan, the basis of grouping pupils is quite different from the earlier conception of graded subject matter achievement; also, there have been major changes in the organization of the program carried forward under the classroom teacher. The basic idea, however, of assigning a group of children to one teacher for the major part of the guidance and instruction is the foundation of the plan.

The self-contained classroom unit plan meets especially the need of elementary school children for close association and acquaintance with a teacher who is responsible for them, and it provides a flexible program of varied activities also. Two of the most frequent criticisms of this plan according to educator Anderson were:

1. It limits the specialized guidance available in the education of the children.
2. No teacher can be competent in all the fields required in a good elementary program, and without breadth of competence represented by a staff of specialists the curriculum of the child will be limited.¹

According to O'Reilly, questions that need to be discussed before using the plan of departmentalization are:

¹Richard C. Anderson, "The Case of Teacher Specialization in the Elementary School," The Elementary School Journal, LXII (February, 1962), 253.

1. Does teacher knowledge in a particular field enhance pupil achievement in intermediate school?
2. Is a departmentalist really a specialist or really a slightly limited generalist? Is the expert departmentalist really an illusion?
3. Is the plan adopted because it fits a number of scheduling conveniences, in addition to "being good for pupils"?
4. Does departmentalization really help children get multiple view points about subjects of controversy? (If so, where does the single-parent-home fit into society.)¹

Except in a few instances, primary grade classrooms are organized as self-contained classroom units, however the self-contained classroom is not so universally accepted in the intermediate grades.²

Minor deviations from the plan occur when special teachers assume the responsibilities for the instruction in art, music, and physical education. Sometimes an informal arrangement is made in which two teachers of self-contained classrooms trade classroom duties with each other. For example, a teacher who may feel inadequate in the teaching of art will direct the music program for another teacher who feels skilled in teaching art but not music.

Since one teacher is in charge of a single group of pupils for the entire school day, the program may not be broken up by the ringing of bells and the passing of students from class to class and subject to subject. The time spent

¹Robert C. O'Reilly, "Generalist, Departmentalist and Specialist," Education, LXXIII (January, 1963), 295.

²Barnes, op. cit., 372.

in the study of certain aspects of the curriculum can be determined by the needs of the pupils rather than by the clock.¹

The continually changing society calls for a program that is flexible and up-to-date. The organizational plan may vary from school to school and community to community depending on philosophy and need of the particular school. The elementary school, which as a commitment to general education, must attempt to provide the best possible program to meet the needs of the school.

Specialization of art, music and physical education should not be regarded as a solution to another school's problem; however the possibility of a change may be brought about by the consideration of such a plan.

I. ART

From a study and analysis of literature about art in the elementary school, McFee was of the opinion that art could be taught more effectively when taught by a consultant or special teacher. He also indicated that it was very important that elementary art be coordinated with the over

¹Dorothy G. Petersen and Velma D. Hayden, Teaching and Learning in the Elementary School (New York, New York: Appleton-Century-Crofts, Inc., 1961), p. 512-514.

all program in the school.¹

Art in American education suffers because to some it is not a standard subject, because it requires specially trained personnel who are frequently not available, and because it calls for some facilities and equipment which may not yet be available. Yet art in schools has come a long way from the regimented instruction in drawing and perspective which it still connotes to many.² Advocates of the area justify its place in the elementary school curriculum because of its important contribution to general education and because of its unique contribution to the growth and development of young boys and girls.³ Art at the elementary school level is not to train artists but to motivate youth interest and desires.

Peterson and Hayden stated that:

The person most responsible for the growth of his pupils in all areas of instruction is the classroom teacher. He must keep in mind the broad aims of education and relate them to the physical, intellectual, social, and emotional growth of every one of his students. In order to do this, he has several advantages over any other staff member. He knows the

¹June King McFee, Preparation for Art (San Francisco, California: Wadsworth Publishing Company, Inc., 1961), pp. 273-274.

²Aubrey Hann, Elementary School Curriculum (Boston, Massachusetts: Allyn and Bacon, Inc., 1961), p. 263.

³Ibid., p. 264.

individual strengths, limitations, and special talents of his pupils; he works with them over a longer period of time than any other individual; and he can integrate any area of the curriculum with any other where it is functionally desirable to do so. He is and should be, the key figure in the instructional program. As such, he has a right to expect assistance from other qualified staff members which will make him more effective in his area of responsibility. In the case of visual arts, these are the specialist and the principal.¹

According to McFee, the most ardent advocate of the self-contained classroom would not deny that the specialist in art plays a vital role in total educational program.² The specialized talents enable the specialist to strengthen, supplement, and enrich the instructional program of the classroom teacher, but never to replace it. The role of the specialist as a "consultant" to assist teachers in administering and planning their programs, rather than teach children, is favored by some today. Peterson, for instance, found that a majority of principals in one state preferred this plan for grades one, two, and three, although 53 per cent of them favored a plan in which all art was taught by a specialist in grades four, five, and six.³

¹Petersen and Hayden, op. cit., p. 386.

²June K. McFee, op. cit., p. 274.

³W. J. Peterson, "Organization Plans Favored by Administrators for Elementary School General Music," Music Educators Journal, XLIII (January, 1957), 48-51.

Peterson and Hayden believed that the wisest use of the specialist is not as a substitute for the classroom teacher, but rather as a resource person assuming the following responsibilities:

1. Assuming leadership in organizing and administering the art and music program.
2. Organizing workshops, meetings, institutes, and other types of in-service programs.
3. Assisting in the classroom when called upon by the classroom teacher for a specific purpose.
4. Demonstrating specific techniques and procedures.
5. Keeping teachers informed of the newest developments in his specialized field through newsletters and bulletins.
6. Collecting, organizing and distributing materials.
7. Organizing a library of available books and other resource aids.¹

Some opinions claim that the classroom teacher is not, and cannot be, qualified to teach all subjects, particularly those requiring highly specialized talents and knowledges. Cuts and Moseley claimed that the "specialist" does not have the opportunity to know the pupils intimately and therefore, teaches subject matter divorced from children's needs as well as from other areas of the curriculum.²

¹Peterson and Hayden, op. cit., p. 386.

²Norma E. Cuts and Nicholas Moseley, "Providing for Individual Differences in the Elementary School" (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1960), p. 79.

II. MUSIC

The attitude of the teacher is very important to the music program, for unless he is enthusiastic about singing and about teaching singing, there is little hope that his pupils will derive much benefit from the experience. Some teachers feel extremely insecure in teaching music, even to very young children, because of their apparent inability to carry a tune. Husbands pointed out that this inability, if it exists, is the product of inexperience and lack of training and can be overcome by the conscientious teacher who earnestly tries to do so.¹

The teacher is the most important factor in providing for growth of the individual in music. The good teacher of music is able to analyze and understand the musical needs and abilities of each child. Some music teachers plan with the children the musical activities necessary to build success and confidence in each child in terms of the child's potentialities and limitations.

To assume that every classroom teacher in the United States had these qualities and could teach music successfully would be a false assumption.² Tipton believed

¹Kenneth L. Husbands, Teaching Elementary School Subjects (New York, New York: The Ronald Press Company, 1961), pp. 371-372.

²Cuts and Moseley, op. cit., p. 105.

that often the feeling of inadequacy is not justified by lack of ability but by such factors as the following:

1. Often there has been a conspicuous meagerness in the musical preparation of classroom teachers at the college level, sometimes merely amounting to a perfunctory gesture in this direction.
2. Some of these classroom teachers are among those who, almost 80 percent strong, have had no musical experience (previous to the one or two required music courses in college) since they were in the seventh grade. The result is a six-or seven-year musical "gap" in their school experience.
3. Some of them are the grown-up versions of unhappy "monotones" or "nonsingers" who in primary grades were mistakenly instructed to "sit and listen" while other more fortunate children sang, and who thereafter retained this psychological "label" within themselves.
4. Some are convinced that music is an exclusive field in which only skilled musicians dare to teach. They feel themselves to be strangers or intruders, believing that they will never have anything of musical consequence to offer children.¹

The issue of effective utilization of the staff involves a discussion of the departmentalization of music instruction versus the self-contained classroom. As has been stated before, this is not a new issue, for departmentalization has been in practice in various elementary schools throughout the nation for many years and some extremes have even been introduced into the kindergarten.²

Ever since the idea of the self-contained classroom was first conceived, the question concerning the most ef-

¹George Tipton, "For Better Classroom Music" National Elementary Principal, XXXIX (December, 1959), 16-17.

²Petersen and Hayden, op. cit., p. 515.

fective disposition of formal teaching of music in the elementary school has been a controversial one. On the one hand there are those who hold to the idea that the only true way to teach music in the elementary school is to have the music teacher fully responsible for the program and to conduct personally the formal teaching of music. There are some compromise systems in which the responsibility is shared by both the music teacher and the classroom teacher.¹

Inconsistencies exist on a state-wide basis where a definite policy on classroom procedure has been established and has been published for all concerned to administer. These inconsistencies range from planned programs for training music and classroom teachers, with regard to the respective roles each will play in the elementary school music responsibilities, all the way to the actual teaching situations themselves.

There are many arguments advanced by some music educators which support the thesis that music is a highly specialized art and only those who have had special training in this area can hope to teach children to become musical literate.²

¹Beatrice Chauncy, "Elementary Music Teaching", Music Educators Journal, XIX (January, 1958), 46.

²Charles C. Burnsworth, "The Self-Contained Classroom Reconsidered," Music Educators Journal, XXXII (November, 1961), 41-42.

Special music teachers may share a common fear that the special area music will slowly but surely diminish from the educational scene if principals, superintendents, and even boards of education are shown that classroom teachers are capable of teaching music. Furthermore, the belief that in having classroom teacher participate in the program, the total effort will be "watered down" considerably.¹

A major question facing music educators throughout the country is that of the proper and most effective role of the person specifically trained to teach music in our elementary schools. If the answer rests with music teachers actually doing all of the formal teaching of music, an effort must then be made to prepare more and more of them with higher and higher standards.

On the other hand, if the answer rests in a cooperative program, then colleges with music education majors should prepare music teachers who can coordinate and operate a program of this type. All classroom teachers must be given adequate instruction which will enable them to participate successfully in the music program.

Individual schools, state departments of education, colleges with music majors, and even the music profession as a whole ought to re-examine the school music program.

¹Chauncey, op. cit., 46.

Each should not go on its merry way but should contribute to a well defined, unified, and enriched program of music education; one in which all of the participants are working together in promoting a more musically literate public.¹

III. PHYSICAL EDUCATION

One of the educational problems of considerable importance today centers in the physical education program coverage for the elementary school age child. Interest in activities for this age group has been mounting for some time.

Physical educators universally can be found freely expressing their feelings about what youngsters need in their program, the inadequate preparation the classroom teacher receives for satisfying these needs, and what superior program coverage could be provided by physical education specialist in the elementary school.²

Many of these physical educators make a great many assumptions as they often report what they think are the feelings of classroom teachers regarding the physical education phase of the elementary school program. Concern over this

¹Charles R. Hoffer and Catherine A. English, "The Music Specialist and the Classroom Teacher," Music Educator Journal, IIL, (September, 1961), 45-47.

²A. V. Ogil, "A Review of a Successful Semidepartmentalized Elementary Education," School Board Journal, XX, (April, 1958), 23-25.

failure to examine assumptions led to the construction and circulation of the simple, easy-to-administer, non-time consuming, yes-no checklist by Donnely.¹ The purpose was to find out how many classroom teachers feel about certain aspects of the elementary school physical education program at that particular time. The checklist was given to 150 classroom teachers of grades one through six in seven schools in four towns. In each one of these schools there was a special teacher of physical education as a part of the integral school unit. In all, 138 classroom teachers reported and returned the checklist.

The results of Donnely's study revealed the following:

1. An overwhelming majority of these teachers feel that they do have responsibility for the physical education program for their children.
2. A great majority feel that, even though they want the help of a specialist in physical education, they do not want the specialist to teach the children all the time. The teachers want to teach them physical education, too!
3. The vast majority feel that recess or unsupervised play is not enough for children but the number drops slightly when the question is asked about the daily period of physical education.
4. A vast majority feel the need for a specialist's help on a regular basis and do not want a "consultant" to wait upon an invitation or request.
5. Almost two-thirds of these teachers express need for some kind of curriculum guide to carry on

¹Alice C. Donnely, "Let's Ask The Classroom Teacher," Journal of Health-Physical Education-Recreation, XXIX (November, 1958), 43.

their programs.¹

Donnelly believed that although this study represents only a sampling of classroom teachers, some generalizations can be made that may be valuable.

1. Classroom teachers realize that their children have needs in the educational area which we call physical education.
2. They are dedicated to serving the needs of their children.
3. They realize they need help.²

According to Hill, the classroom teacher is a very busy person and he may often neglect those phases of the curriculum in which he feels less secure and stress those phases in which he feels more comfortable. If care is not taken, some instruction and experiences become incidental as well as accidental.³ Physical education may then become nothing more than a free play period, a rest period, or a recess period.

Physical education in the school program has long been called a "special" subject implying privileges and extra considerations. Each subject in the curriculum is important; each valued to the degree to which it enriches the lives of boys and girls. Educators believe in a well-balanced

¹Ibid., 43.

²Ibid., 80.

³Gwendolyn Drew, "Who Shall Teach Physical Education in the Elementary Grades," Journal of Health-Physical Education-Recreation, XXXII (November, 1961), 10.

school curriculum in which physical education, music, art, and others in a similar category are included side by side with other important subjects.¹

Drew stated that it would seem logical that there should be no designations such as "special" and "classroom" for elementary school teachers. The answer to the questions, "Who Shall Teach?" is not an either/or answer, but rather the teacher should be:

1. A person who, by virtue of having acquired professional training and education, is qualified to utilize the principles of education which are recognized to be the same regardless of content to be taught.
2. A person chooses the elementary field because he likes and understands children and believes sincerely that elementary school teaching is as important to him as secondary and college teaching to someone else.
3. A person who remembers that he is teaching boys and girls and not physical activities believing that physical activities, while they are essential for every young child's optimum growth and development, do not of themselves ensure desirable results; one who observes the way children participate, their attitudes toward and reactions to physical education activities.
4. A person who realizes that opportunities for social growth can be provided through physical education activities as children learn to share, take turns, consider the rights others, develop a sense of responsibilities, and abide by rules.²

The one person who teaches physical education must be interested in the welfare of boys and girls regardless of whether he is the classroom teacher or a special teacher.

¹A. V. Ogle, op. cit., 24-25.

²Drew, op. cit., 10.

CHAPTER III

PRESENTATION OF DATA

All information in this chapter will refer to departmental teaching in the areas of art, music, and physical education unless stated otherwise.

I. PRACTICES IN IOWA SCHOOLS

Since size is a major determinant of school facilities and instructional programs, the practices of a school enrolling 100 should be distinguished from the practices of a school consisting of 1000. For this reason, the data in the forth coming pages were presented for schools that have an enrollment of 600 students or less.

All of the elementary schools in Iowa that had previously indicated to the State Department of Public Instruction as using some type of departmentalization were sent questionnaires. Of the 100 questionnaires that were sent out, ninety were completed and returned to the researcher.

This data should be of particular help to administrators who want to know the status of the elementary school before proposing and instituting changes in the plan of instruction in the future regarding art, music, and physical education.

Questionnaire results concerning art of the ninety reporting elementary schools included the following information:

<u>Schools</u>	<u>Number of Schools</u>	
	<u>Yes</u>	<u>No</u>
Teaching departmental art in 4th grade	22	68
Teaching departmental art in 5th grade	25	65
Teaching departmental art in 6th grade	26	64

The number of 4th grade art students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	5
21 - 25	10
26 - 30	5
31 - 35	0
Over 35	2

Average class size 26

The number of 5th grade art students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	7
21 - 25	7
26 - 30	8
31 - 35	0
Over 35	3

Average class size 28

The number of 6th grade art students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	3
21 - 25	8
26 - 30	9
31 - 35	2
Over 35	3

Average class size 30

The number of minutes devoted to each art class period in the 4th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	0
26 - 30	11
31 - 35	0
36 - 40	4
41 - 45	1
46 - 50	2
51 - 55	2
56 - 60	2
More than 60	0

Average minutes class meets 39

The number of minutes devoted to each art class period in the 5th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	3

26 - 30	11
31 - 35	1
36 - 40	2
41 - 45	3
46 - 50	0
51 - 55	3
56 - 60	2
More than 60	0

Average minutes class meets 37

The number of minutes devoted to each art class period in the 6th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	3
26 - 30	10
31 - 35	1
36 - 40	3
41 - 45	2
46 - 50	2
51 - 55	3
56 - 60	2
More than 60	0

Average minutes class meets 38

The number of times art classes met per week in the 4th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	6
2	15
3	1
4	0
5	0

The number of times art classes met per week in the 5th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	6
2	18
3	1
4	0
5	0

The number of times art classes met per week in the 6th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	5
2	20
3	1
4	0
5	0

The time of day art class met in 4th grade of

reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	14
P.M.	5
Varies	4

The time of day art class met in 5th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	15
P.M.	6
Varies	5

The time of day art class met in 6th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	13
P.M.	8
Varies	5

The time of day preferred for 4th grade art of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	4
P.M.	6
No preference	12

The time of day preferred for 5th grade art of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	6
P.M.	7
No preference	12

The time of day preferred for 6th grade art of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	6
P.M.	7
No preference	13

The present 4th grade art teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	8
Women	14
Man and woman	0

The present 5th grade art teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	8
Women	17
Man and woman	0

The present 6th grade art teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	8
Women	18
Man and woman	0

The superintendent's personal preference in regard to teaching 4th, 5th and 6th grade art of reporting schools was:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	4
Women	12
No preference	10

The years reporting schools started art as a departmental subject were:

<u>Years</u>	<u>Number of Respondents</u>
1950	1
1953	1
1957	2
1960	5
1961	5
1962	4
1963	5
Didn't know	3

The evaluation of the present plan of art departmentalization in 4th, 5th and 6th grade was indicated by reporting schools as follows:

<u>Evaluation</u>	<u>Number of Respondents</u>
Satisfactory	22
Unsatisfactory	4

The number of art teachers possessing an undergraduate degree in art of the reporting schools was:

<u>Education</u>	<u>Respondents</u>
Art major	17
Non art major	9

The number of years the teacher of art had been teaching departmental at present school position was:

<u>Number of Years</u>	<u>Number of Respondents</u>
1 to 5	23
6 to 10	3

The number of reporting schools that already have or would like to have departmentalized art in 1st, 2nd, and 3rd grade was as follows:

<u>Departmental</u>	<u>Number of Respondents</u>
Yes	45
No	45

Questionnaire results concerning music of the ninety reporting elementary schools included the following information:

<u>Schools</u>	<u>Number of Schools</u>	
	<u>Yes</u>	<u>No</u>
Teaching departmental music in 4th grade	85	5
Teaching departmental music in 5th grade	85	5
Teaching departmental music in 6th grade	85	5

The number of 4th grade music students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	8
21 - 25	38
26 - 30	16
31 - 35	10
Over 35	13

Average class size 31

The number of 5th grade music students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	13
21 - 25	28
26 - 30	25
31 - 35	3

Over 35 16

Average class size 36

The number of 6th grade music students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	10
21 - 25	28
26 - 30	20
31 - 35	13
Over 35	14

Average class size 30

The number of minutes devoted to each music class period in the 4th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	36
26 - 30	34
31 - 35	0
36 - 40	2
41 - 45	6
46 - 50	1
51 - 55	2
56 - 60	2
More than 60	1

Average minutes class meets 32

The number of minutes devoted to each music class period in the 5th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	31
26 - 30	39
31 - 35	0
36 - 40	4
41 - 45	5
46 - 50	1
51 - 55	2
56 - 60	2
More than 60	1

Average minutes class meets 32

The number of minutes devoted to each music class period in the 6th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	31
26 - 30	35
31 - 35	0
36 - 40	6
41 - 45	6
46 - 50	2
51 - 55	2
56 - 60	2
More than 60	1

Average minutes class meets 32

The number of times music classes met per week in the 4th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	2
2	48
3	21
4	9
5	5

The number of times music classes met per week in the 5th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	2
2	48
3	19
4	8
5	8

The number of times music classes met per week in the 6th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	4
2	52
3	13
4	8
5	8

The time of day music class met in the 4th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	47
P.M.	35
Varies	13

The time of day music class met in the 5th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	44
P.M.	36
Varies	5

The time of day music class met in the 6th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	38
P.M.	40
Varies	7

The time of day preferred for 4th grade music of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	20
P.M.	30
No preference	35

The time of day preferred for 5th grade music of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	17
P.M.	30
No preference	38

The time of day preferred for 6th grade music of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	14
P.M.	36
No preference	35

The present 4th grade music teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	22
Women	56
Man and woman	7

The present 5th grade music teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	22
Women	56
Man and woman	7

The present 6th grade music teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	22
Women	56
Man and woman	7

The superintendent's personal preference in regard to teaching 4th, 5th and 6th grade music of reporting schools was:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	34
Women	32
No preference	19

The years the reporting schools started music as a departmental subject were:

<u>Year</u>	<u>Number of Respondents</u>
1922	1
1930	1
1935	3
1940	1
1943	1
1944	1
1945	1
1947	1
1948	3

1950	3
1951	1
1952	1
1953	6
1954	2
1955	3
1956	4
1957	1
1958	8
1959	4
1960	7
1961	1
1962	1
1963	1
Didn't know	28

The evaluation of the present plan of music departmentalization in 4th, 5th and 6th grade was indicated by reporting schools as follows:

<u>Evaluation</u>	<u>Number of Respondents</u>
Satisfactory	84
Unsatisfactory	1

The number of music teachers possessing an undergraduate degree in music of the reporting schools was:

<u>Education</u>	<u>Number of Respondents</u>
Music major	82
Non music major	3

The number of years the teacher of music had been teaching departmental at present school position was:

<u>Number of Years</u>	<u>Number of Respondents</u>
1 - 5	60
6 - 10	19
11 - 15	2
16 - 20	3
21 - 25	1

The number of reporting schools that already have or would like to have music in 1st, 2nd, and 3rd grade departmentalized was as follows:

<u>Departmental</u>	<u>Number of Respondents</u>
Yes	52
No	30
No response	8

Questionnaire results concerning physical education of the ninety reporting elementary schools included the following information:

<u>Schools</u>	<u>Number of Schools</u>	
	<u>Yes</u>	<u>No</u>
Teaching departmental physical education		
in 4th grade	51	39
Teaching departmental physical education		
in 5th grade	60	30
Teaching departmental physical education		
in 6th grade	62	28

The number of 4th grade physical education students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	6
21 - 25	21
26 - 30	9
31 - 35	7
Over 35	8
Average class size 30	

The number of 5th grade physical education students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	8
21 - 25	23
26 - 30	15
31 - 35	3
Over 35	11

Average class size 30

The number of 6th grade physical education students participating in each class period of the reporting schools was:

<u>Number of Students</u>	<u>Number of Respondents</u>
15 - 20	7
21 - 25	21
26 - 30	17
31 - 35	9
Over 35	8

Average class size 29

The number of minutes devoted to each physical education class period in the 4th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	11

26 - 30	15
31 - 35	2
36 - 40	4
41 - 45	8
46 - 50	3
51 - 55	5
56 - 60	3
More than 60	0

Average number minutes class meets 42

The number of minutes devoted to each physical education class period in the 5th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	5
26 - 30	20
31 - 35	1
36 - 40	7
41 - 45	9
46 - 50	3
51 - 55	7
56 - 60	8
More than 60	0

Average number minutes class meets 39

The number of minutes devoted to each physical education class period in the 6th grade was as follows:

<u>Number of Minutes</u>	<u>Number of Respondents</u>
20 - 25	5
26 - 30	16
31 - 35	1
36 - 40	8
41 - 45	9
46 - 50	6
51 - 55	7
56 - 60	10
More than 60	0

Average number minutes class meets 42

The number of times physical education classes met per week in the 4th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	12
2	33
3	5
4	0
5	1

The number of times physical education classes met per week in the 5th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	15
2	39
3	5

4	0
5	1

The number of times physical education classes met per week in the 6th grade of reporting schools was:

<u>Number of Times per week</u>	<u>Number of Respondents</u>
1	14
2	42
3	6
4	0
5	0

The time of day physical education class met in the 4th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	20
P.M.	29
Varies	2

The time of day physical education class met in the 5th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	26
P.M.	32
Varies	2

The time of day physical education class met in

the 6th grade of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	23
P.M.	33
Varies	6

The time of day preferred for 4th grade physical education of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	7
P.M.	24
No preference	20

The time of day preferred for 5th grade physical education of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	7
P.M.	23
No preference	30

The time of day preferred for 6th grade physical education of reporting schools was:

<u>Time of day</u>	<u>Number of Respondents</u>
A.M.	7
P.M.	23
No preference	32

The present 4th grade physical education teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	37
Women	10
Man and woman	4

The present 5th grade physical education teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	47
Women	10
Man and woman	3

The present 6th grade physical education teachers in the reporting schools were:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	48
Women	10
Man and woman	4

The superintendent's personal preference in regard to the teaching 4th, 5th, and 6th grade physical education of reporting schools was:

<u>Teachers</u>	<u>Number of Respondents</u>
Men	30

Women	11
No preference	21

The years reporting schools started physical education as a departmental subject were:

<u>Year</u>	<u>Number of Respondents</u>
1938	1
1944	1
1948	1
1950	3
1952	1
1953	2
1954	2
1956	3
1957	2
1958	7
1959	5
1960	7
1961	5
1962	4
1963	6
Didn't know	12

The evaluation of the present plan of physical education departmentalization in 4th, 5th, and 6th grade was indicated by reporting schools as follows:

<u>Evaluation</u>	<u>Number of Respondents</u>
Satisfactory	59
Unsatisfactory	3

The number of physical education teachers possessing an undergraduate degree in physical education of reporting schools was:

<u>Education</u>	<u>Number of Respondents</u>
Physical education major	51
Non physical education major	11

The number of years the teacher of physical education had been teaching departmental at present school position was:

<u>Number of Years</u>	<u>Number of Respondents</u>
1 - 5	46
6 - 10	12
11 - 15	4

The number of reporting schools that already have or would like to have departmentalized physical education in 1st, 2nd, and 3rd grades was as follows:

<u>Departmental</u>	<u>Number of Respondents</u>
Yes	43
No	37
No response	10

The following number of reporting schools indicated a desire for change in their present plan of departmentalization.

<u>Desire for</u>	<u>Number of Respondents</u>
Change in present plan	38
No change in present plan	52

The number of schools reporting they would like to have the 4th, 5th and 6th grades completely self-contained were as follows:

<u>Completely self-contained</u>	<u>Number of Respondents</u>
Yes	7
No	83

The reporting schools listed the following additional courses as being taught by departmental teachers.

<u>Courses</u>	<u>Number of Respondents</u>
Reading	29
Science	22
Mathematics	18
Social Studies	18
Spanish	1
German	1

The order of preference of departmentalization of art, music, and physical education in 1st, 2nd, and 3rd

grade of the reporting schools was:

<u>Order of Preference</u>	<u>Number of Respondents</u>
Music	27
Physical education	25
Art	21

Art special teachers were used in twenty-four per cent of the fourth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-six. Art usually was taught from twenty-five to forty-five minutes twice a week in the morning of the school day by women teachers. Classes met for an average of thirty-nine minutes each meeting. The majority of the superintendents had no preference as to the time of day art should be taught.

Art special teachers were used in twenty-seven per cent of the fifth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-eight. Art usually was taught from twenty-five to forty minutes twice a week in the morning of the school day by women teachers. Classes met for an average of thirty-eight minutes each meeting. Fifty per cent of the superintendents reported no preference as the time of day art should be taught. Twenty-three per cent reported they would like to have it taught in the morning.

Forty-five per cent of the superintendents preferred women art teachers and thirty-eight per cent had no prefer-

ence. The introduction of the subject taught by special teacher dates from 1950. Ninety-eight per cent of the schools reported as having satisfactory programs. Sixty-five per cent of the present art teachers possessed an undergraduate degree in art. Eighty-eight per cent of the present art teachers had been teaching from one to five years. Fifty per cent of the schools already had or indicated a desire to have departmentalized art in grades one, two, and three.

Music special teachers were in ninety-four per cent of the fourth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-six. Music usually was taught from twenty to thirty minutes twice a week. Twenty-four per cent of the schools taught music three times a week. Fifty-one per cent of the schools taught music in the morning. Forty-one per cent of the administrators had no preference as to when music should be taught. Sixty-five per cent of the music teachers were women.

Music special teachers were in ninety-four per cent of the fifth grades. Most ranged in size from twenty-one to thirty students with an average of twenty eight. Music usually was taught from twenty to thirty minutes twice a week. Twenty-two per cent of the schools taught music three times a week. Fifty-five per cent of the schools

taught music in the morning. Forty-four per cent of the administrators had no preference as to when music should be taught. Sixty-five per cent of the music teachers were women.

Music special teachers were in ninety-four per cent of the sixth grades. Most ranged in size from twenty-one to thirty students with an average of twenty-seven. Music usually was taught from twenty to thirty minutes twice a week. Twenty-four per cent of the schools taught music three times a week. Forty-four of the schools taught music in the morning. Forty-two per cent preferred to have music taught in the afternoon and forty-one per cent had no preference. Sixty-five per cent of the music teachers were women.

Thirty-five per cent of the superintendents preferred women music teachers and thirty-six per cent preferred men, twenty-one per cent had no preference. The introduction of the subject taught by special teacher dates from 1922 with schools adding the course almost every year. Ninety-eight per cent of the schools reported having satisfactory music programs. Ninety-six per cent of the present music teachers possessed an undergraduate degree in music. Seventy per cent of the present music teachers had been teaching one to five years and twenty-two per cent from five to ten years. Fifty-six per cent of the schools

already had or indicated a desire to have departmentalized music in grades one, two, and three.

Physical education special teachers were in fifty-six per cent of the fourth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-six. Physical education usually was taught from twenty to thirty minutes each class period twice a week. Fifty-six per cent of the schools taught class in the morning and thirty-nine per cent in the afternoon. Forty-seven per cent of the administrators preferred to have physical education class in the morning and thirty-nine per cent wanted class taught in the afternoon. Men teachers accounted for seventy-two per cent of all fourth grade physical education teachers.

Physical education special teachers were in sixty-six per cent of the fifth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-seven. Physical education was usually taught from twenty-six to forty-five minutes each class period twice a week. Fifty-three per cent of the schools taught class in the afternoon and thirty-eight per cent taught class in the morning. Fifty per cent of the administrators had no preference as to when physical education was taught and thirty-eight per cent preferred it being taught in the afternoon. Men teachers accounted for seventy-eight per

cent of all fifth grade physical education teachers.

Physical education special teachers were in sixty-eight per cent of the sixth grades. Most classes ranged in size from twenty-one to thirty students with an average of twenty-nine. Physical education was usually taught from twenty-six to forty-five minutes twice a week. Fifty-three per cent of the schools taught class in the afternoon and thirty-seven per cent had class in the morning. Thirty-seven per cent of the schools preferred class in the afternoon and fifty-one per cent had no preference. Men teachers accounted for seventy-seven per cent of all sixth grade physical education teachers.

Forty-eight per cent of the superintendents preferred men teachers, seventeen per cent women teachers and thirty-five per cent had no preference. The introduction of the subject taught by special teacher dates from 1938 with a rapid increase of departmentalization starting in 1958. Ninety-five per cent of the schools reported as having satisfactory physical education programs. Eighty-two per cent of the present physical education teachers possessed an undergraduate degree in physical education. Seventy-four per cent of the present physical education teachers had been teaching from one to five years and ninety per cent teaching five to ten years. Forty-one per cent of the schools already had or indicated a desire to have depart-

mentalized physical education in grades one, two, and three.

Fifty-seven per cent of the superintendents indicated a desire for some plan of change in the present departmental arrangement. Four per cent of the ninety schools reported a desire for complete self-contained classroom in grades four, five, and six. The most frequent departmental academic course already in use was reading with thirty-two per cent of the schools, followed closely by science with twenty-four per cent, mathematics and social studies each with twenty per cent.

School superintendents were asked to briefly describe the changes they would like to have in the present plan of organization. Questionnaire results regarding art, music, and physical education were of some variety. Twenty respondents would like to install departmental art next year. Nine other respondents said, "they would like to add departmental physical education." Another school would like to have all areas departmentalized but said "their school was too small to have a special teacher in each area." Two schools were unable to hire a special teacher in art. Two respondents said, "the budget did not allow for any more special teachers." One respondent felt a full-time art teacher would improve any system. This same respondent said, "that a school would do well in having a

special teacher in all three of the areas mentioned; however, with proper help and supervision the grade teacher can do much on her own." One school felt that departmentalization would present scheduling problems.

Additional comments regarding the time allotment to special areas were favorable. Three respondents wanted to extend the period from twenty to thirty minutes three times a week. Another stated, "he would like to have two thirty minute periods each week rather than one sixty minute period for each area".

II. DEPARTMENTALIZATION IN THE ADEL ELEMENTARY SCHOOL

Following is a summary of the Adel Elementary School plan of departmentalization concerning art, music, and physical education in grades four, five and six.

Although at the present time the Adel Elementary School utilizes services of a full time special teacher in each of the special areas of art, music, and physical education, there is little planning between the special teacher and the classroom teacher. Each one of these teachers possesses an undergraduate degree in his respective area and has been teaching in the present system for at least four years.

Each student in the fourth and fifth grade is scheduled to participate in art class once a week for a sixty

minute period and the sixth grade students are scheduled to participate in art class for two sixty minute periods each week. The present art program in the Adel Elementary School is limited in the respect that the same art instructor teaches all of the students in grades one to twelve inclusive. A new elementary school is now under construction and it is hoped that possibly another art teacher might be available so that more time could be scheduled for art in the curriculum.

Each fourth, fifth and sixth grade Adel class is scheduled to participate in music for two thirty minute periods each week. This allotted time is sufficient and satisfactory according to the present administration. The music teacher is also in agreement with this procedure.

Each fourth grade class is scheduled to participate in physical education for two thirty minute periods each week. The fifth and sixth grade students meet once a week for sixty minutes. Boys and girls are separated and are given physical education on separate days in fifth and sixth grade; however, by the same man teacher. It is the desire of the elementary teachers to have physical education scheduled in the afternoon so that the morning can be used for solid academic classes. The schedule cannot be arranged in this manner because of the limited facilities at the present time; however with the construction of a

new elementary school and the addition of another physical education instructor this plan will soon be realized. Also, the fact that art, music, and physical education teachers in the Adel Elementary School teach in junior and senior high presents a problem in regard to the amount of time allotted to each grade level.

The Adel art, music, and physical education rooms are being utilized every period in the day at the present time; therefore any change in the curriculum in regard to these areas will occur in 1965 after the new elementary school is completed.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This was a study of departmentalization of art, music, and physical education in Iowa elementary schools with implications for the organizational plan in the Adel Elementary School. All of the schools in Iowa that had previously indicated to the State Department of Public Instruction in 1962 as having some organizational plan of departmentalization were selected. There was a total of 100 Iowa schools in this group. A questionnaire was sent to the 100 school superintendents to gather information about plans and organization of departmental teaching of art, music, and physical education. Of the 100 schools to whom questionnaires were sent, returns were received from ninety, or 90 percent.

I. SUMMARY

There have been and still are, significant differences in points of view concerning the way the goals of education should be achieved and there has been a constant dedicated effort of education to find ways to improve educational achievement.

The elementary school is not a static institution. Constant study is essential for the school of today differs

from the school of twenty years ago. Likewise, the school of tomorrow will be new and different. This continuous change is neither unexpected or alarming.

The plan of departmentalization has been recognized by many educators as one of the best methods to help teach students in the areas of art, music, and physical education. The plan of departmental teaching provides a specially trained teacher to teach in one specific subject area throughout the day.

The questionnaire results and the information obtained from the questionnaire were reported and summarized in Chapter III, as well as information regarding the Adel situation with respect to departmentalization.

II. CONCLUSIONS

After careful consideration of the available literature and the responses from the returned questionnaires, the following conclusions would seem to be justified:

1. There is a tendency toward the use of special teachers in the areas of art, music, and physical education.
2. There is a definite need for qualified elementary art teachers.
3. In the future, grades one, two, and three will likely experience plans of departmentalization

of art, music and physical education. Fifty percent of the respondents wanted departmental art, fifty-seven percent wanted departmental music, and forty-seven percent wanted departmental physical education at the primary level now.

4. To teach every subject with the same great zest and desire would present a super human task for one teacher.
5. The organizational plan of departmentalization will not guarantee the program to be any more effective than the self-contained classroom. The teacher is the one important factor that causes success or failure.

III. RECOMMENDATIONS

The self-contained classroom unit plan meets especially the need of elementary school children for close association and acquaintance with a teacher who is responsible for them, and it provides a situation in which a flexible program of varied activities can be developed.

The departmental organization is quite common in the intermediate grades of the elementary school. Its use is primarily for the purpose of bringing specialists into the educational program. No teacher can be competent

in all the fields required in a good elementary program, and without breadth of competence represented by specialists the curriculum of the child will be limited unduly.

The school administrators must take it upon themselves to become more fully informed about departmentalization in the elementary school. They must be willing to give new ideas a try. Therefore, they will have to convince the school-minded people and the community the value of a good plan of departmentalization, keeping in mind that the poor teacher can ruin the best plan of organization.

On the basis of the foregoing finding, the following recommendations were made for the Adel Elementary School:

1. Increase the class meetings in fourth and fifth grade art to twice a week for forty-five to sixty minutes each.
2. Increase the class meetings in fourth, fifth, and sixth grade music to three times a week for thirty minutes each.
3. Increase the class meetings in fourth grade physical education to three times a week for thirty minutes each. An increase in class meetings in fifth and sixth grade physical education to twice a week for sixty minutes each.

4. Increase the correlation of the special area program with that of the classroom teaching.

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APPENDIX

October 12, 1963

Dear Sir:

As partial fulfillment for candidacy of Master of Science Degree in Education, I am making a study of departmentalization in elementary schools that have an enrollment of 600 students or less. I will be primarily concerned with art, music, and physical education in grades 4, 5, and 6 that are now being taught by the special or departmentalized teacher. Would you please fill out the enclosed questionnaire and return to me at your earliest convenience?

The success of the survey depends upon the cooperation of participants. A self-addressed envelope is provided for the return of this information.

If you would like to receive a copy of the results of this survey, please make a note of this on the upper right hand corner of the questionnaire and I will be happy to forward the information to you.

Respectfully,

Stan Norenberg

SN

Enc.

QUESTIONNAIRE

Grades 4-5-6

Part I Departmentalization Concerning Art, Music, and Physical Education

Note: Check only the areas of special education that are taught by special teachers.

Course	Grade	Special Teacher	Special Teacher	App. No. Min.	No. Times Meets Weekly	Time of Day	A.M. P.M.	Sex	Teacher Personal Preference
Art	4								
Art	5								
Art	6								
Music	4								
Music	5								
Music	6								
Phys.	4								
Phys.	5								
Phys.	6								

Part II Superintendent Evaluation of Departmentalization

Course	Grade	Satisfactory	Unsatisfactory	If you checked unsatisfactory, please make brief comment.
Art	4			
Art	5			
Art	6			
Music	4			
Music	5			
Music	6			
Phys.	4			
Phys.	5			
Phys.	6			

Part III Information Concerning Departmental Teachers In Your School

1. Does your art teacher possess undergraduate major in art? _____
2. Does your music teacher possess undergraduate major in music? _____
3. Does your physical education teacher possess undergraduate major in P.E.? _____
4. In what year did you first have departmentalization teaching in Art _____
Music _____ Physical Education _____
5. How long has your present departmental teachers been teaching in the special area of
your school? Art _____ Music _____ Physical
Education _____

Part IV General Information

1. Would you like to see a change in your present plan of departmentalization? Please
describe briefly.
2. Would you rather see grades 4, 5, and 6 completely self contained _____?
3. In what other subject areas does your elementary school in grades 4, 5, and 6 use
departmentalization? Please list the grade levels involved in each area.
4. Would you like to see departmentalization of these three areas in grades 1, 2, and
3? Yes _____ No _____
Please list in order of preference 1.
2.
3.